Instructor: Dr. Jamie Weaver
Office: Room M150A
Office Hours: All office hours this semester will take place by appointment. I would also prefer that all office visits take place virtually via Zoom or telephone calls.
Phone: (936) 468-4690
Email: weaverjg@sfasu.edu
Location and Time: Room 125, MWF 8:00AM-8:50AM & 9:00AM-9:50AM
CRN: 10101 (3301.001) or 10102 (3301.002); 3 credit hours

Contacting the Instructor:
I look forward to working with each of you and to getting to know you during the course of the semester. Please feel free to contact me with questions or items of interest. Please make an appointment for a virtual office visit or make an appointment to meet individually in person. Please note that it is best to contact me by email or telephone. I check my school mail box frequently, but written messages left there or on my door are very difficult for me to read because I cannot see. It may, therefore, take longer for me to respond to such messages.

Textbook and Recordings:

All books can be purchased at the Barnes and Noble in the BPSC, and may be on reserve in the music section at the Library. All items are required.

Program Learning Outcomes:

- The student will demonstrate a working knowledge of music history and literature from the Western art tradition, with supported related studies in non-western traditions, practices, and cultures.
- The student will successfully complete an academic capstone project that demonstrates written language skills, citations, analysis, musical examples, and organization.

Student Learning Objectives:

- Students will learn to understand and identify characteristics and principles important to each of the four musical periods discussed in the course.
- Students will learn to identify the most important scholarly questions associated with the Medieval through Classical periods of music history.
- Students will learn to identify and analyze representative works from each period, (Medieval through classical) of the Western art music canon.
- Students will learn to research composers and musical works using primary and secondary sources, and will document the results of this research in clear academic prose. This activity will prepare students for the eventual completion of the capstone project at the four-hundred level.
- Students will learn to think critically about music in its social, political, geographic and historical contexts, and to form scholarly questions about its reception and value.

Course Requirements:

Attendance: Attendance should not be confused with course engagement. Your attendance in lectures is necessary to your understanding of course material and is expected at all class meetings. I expect you attend classes face-to-face unless otherwise arranged due to documented illness or need for isolation. Class begins promptly on the hour. You are expected to be on time. Roll is taken, and if you are not in your seat with your anthology on your desk by the time class begins, you will be counted absent for that day. Leaving class early without prior permission will result in your being counted absent for the class session. Permission to leave class during a class session will be granted very rarely, and only in the case of an emergency. Logging into or out of class while class is in session will be counted as absence. Absences for late arrival, early departure, inattentive behaviors are considered unexcused. Due to the nature of COVID-19 and its effect on classroom instruction, you will be allowed 3 days in which you can log in via Zoom to participate in class. These Zoom logins will not count as an absence and will be marked for attendance purposes. After your 3 Zoom logins, any further attempts to login and participate via Zoom (excluding medical emergencies) will be treated as an absence, following the guidelines below. You will also receive 3 absences of any kind before you see an effect on your final grade. The cumulative penalties for missing class due to excessive absences are as follows:

1st, 2nd, and 3rd absence = no penalty
4th absence = 5 percentage points off your final grade
5th absence = 10 additional percentage points off your final grade
6th absence = 10 additional percentage points off your final grade
7th absence = Automatic failing grade in the class

In order for an absence to be considered excused, satisfactory documentation of the absence must be submitted to the instructor, and communication prior to the absence must take place whenever possible. Excused absences include only those events documented within the university attendance policy, found at:

http://www.sfasu.edu/policies/class_attendance_excused_abs.asp

In the case of university sanctioned events, such as ensemble tours or performances, the student will arrange to make up missed work at least one week prior to the event.

Excused absences do not include events such as: oversleeping, car trouble, personal issues, auditions,
unscheduled performances, make-up lessons, meetings with professors, meeting or advising sessions, undocumented illness, undocumented family emergencies, family events, post-concert exhaustion, or conferences/conventions/etc. for which the student’s name does not appear on the university’s approved list of excused absences.

Course Engagement: Small penalties for lack of course engagement may be deducted from your final grade for infractions such as sleeping, reading non-course material, or chatting during class. Course engagement is NOT the same as attendance. It includes making intelligent statements and asking sincere questions, and clear preparation for class. This class preparation includes reading the assigned materials, completing the assigned homework, and listening to the appropriate recordings before class. Be prepared to answer questions as well as to discuss assigned readings and listening in class. Additionally, you will participate in written, verbal, or electronic quizzes in which brief answers will be required of you. Failure to attend class will prohibit you from providing these questions and answers and receiving credit for such quizzes.

Anthology Requirement: Score study is an important part of your learning in a music history course. Therefore, you are required to bring the appropriate volume of your NAWM to class every day and to open and use it when requested. When our course monitor(s) take attendance they will also note whether or not you have your anthology with you. Because everyone forgets or is inconvenienced occasionally, the first two times that you fail to bring your NAWM to class will be noted without penalty. Additional failures to bring your anthology, however, will result in a deduction of 2 points from your FINAL course grade each time you neglect to display or study it.

Quizzes, assignments, papers: Late assignments will not be accepted without penalty. Rough drafts of the papers are optional; please submit them no later than a week before the due date of the paper. Drafts submitted after this point may not be accepted. Late papers: a letter grade will be subtracted for every day a paper is late (Saturdays and Sundays count: if you submit a paper on Monday after a Friday due date, three letter grades will be subtracted from your paper grade.) There will be a total of ten Pop, listening Quizzes which last approximately 10 minutes each, and cover all materials discussed up to that point (e.g. in week 8 you may be quizzed on materials discussed in week 2.). The quizzes will test your listening and recognition skills of the musical examples in NAWM, but also your ability to understand and recognize unknown examples and scores.

This semester, your musico-historical knowledge will be assessed in some new ways, but not through midterm and final exams. You will complete sixteen chapter quizzes, one for each of our study chapters. These will be completed online, outside of class time. You will also participate in two new activities offered by your text publisher, and both will be completed online and outside of class time. Inquisitive will assess your knowledge about each musical period we study. The Music History Skill builders will help you to become more proficient in the interpretation of primary sources, the understanding of listening examples, and the analysis of scores.

Bright Space: The D2L Learning Management system, called Bright Space will be a crucial component of this course. Please note that content for both sections will be available in the course shell for MHL 345.001. Regardless of whether you are enrolled in section one or section two, MHL 345 section one will be added to your course list within D2L. Please make sure you are accessing this section. Section one on D2L is where you will find homework assignments, quizzes, my lecture outlines, chapter study guides, W. W. Norton resources, posted grades, and announcements. Lecture outlines will be made available before class so that you may use them as templates for your own notes. These notes are not
intended to substitute for your attendance in class. Instead, they are meant to accommodate students of all learning styles in their efforts to take the kind of clear and thorough course notes that are expected.

Expectations of a student in a three-credit course: This course meets three hours per week. Students are expected to spend at least six hours per week completing chapter homework assignments, papers, listening assignments, and exam preparation. Your success will depend on your commitment to utilizing at least six hours per week to complete work for this course. Therefore, MUMH 3301 is listed as a three-credit course.

Grading:
- Introductory Assignments: = 5%
- Scaffolded research paper/project= 25%
- Sixteen chapter quizzes = 15%
- In-class listening Quizzes= 10%
- Inquisitive and Skill Builder assignments = 30%
- Short homework projects: = 15%

Grading Philosophy: As a university professor, I believe that it is part of my responsibility to evaluate what students have learned through the completion of individual assignments or assessment tasks and to guide them in their future learning processes by providing feedback on those assessments. At the end of each term, the sum total of these evaluations represents the level of a student’s general learning and growth in the form of a course grade. As a student accorded the privilege of claiming a university education, I believe that it is your responsibility to demonstrate the extent of your learning through your attentive engagement in class activities, presentation of critical thought, clarity of writing, and correct application of principles and ideas taught you in class or in the text books you have bought to increase your understanding. These evaluated demonstrations of your continued learning represent the sole basis upon which I will determine any grade a student has earned in one of my courses. Grades are not commodities to be purchased with pleas, promises, or flattery. Neither are they benefits to be negotiated according to financial need or to good intentions. This grading process insures that students are treated with objective equality. Work under this evaluation system means that students whose personalities I find less appealing have the potential to earn good or excellent grades, for example, and that students of whom I might think well have the potential to earn lower marks. As a professor, I accept this challenge of my evaluation skills. When it is possible, I evaluate papers or exams with the names hidden in order to preserve my objectivity. My awareness of the need to evaluate the learning, not the personality of the student remains constant. My insistence upon a high standard of student work reflects the value that I place upon education rather than my intent to punish lack of application.

Students with Disabilities:
If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me (Dr. Weaver) soon to discuss specific details. Know, however, that a discussion with me does not imply completion of the required documentation process for a student with a disability. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.
**Academic Integrity:**

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

All work submitted in this course must be your own and produced exclusively for this course. You must acknowledge and document the ideas and words of others. Read the University’s policy on Academic Integrity and speak to me if you have any questions. Violations are taken seriously and are noted on student disciplinary records. If you are found cheating or plagiarizing in this course, you will automatically fail the assignment or exam in question and you risk failing the entire course. This message brought to you by Jamie Weaver.

**Policy on Withheld Grades:**

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

In MuMH 3301, withheld grades will only be granted in exceptional emergency situations (such as death in the immediate family or serious illness—auditions, family visits, conferences, weddings, etc. do not count), when the term paper(s) cannot be completed in time. In all other cases your grade will be based upon the work you have completed by the end of the semester, which may well result in a failing grade.

Please read the complete policy at [http://www.sfasu.edu/policies/5.5-course-grades.pdf](http://www.sfasu.edu/policies/5.5-course-grades.pdf)

**COVID-19 MASK POLICY:**

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.
Policy on disruptive classroom behavior:
The university policy on acceptable student behavior reads as follows:

“Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.”

As your instructor for MUMH 3301, I expect you to conduct yourselves as adults and to demonstrate respect for your classmates and for your instructor at all times. Therefore, the following behaviors will not be tolerated in class. If you engage in these behaviors you may be asked to leave class, and points may be deducted from the participation portion of your grade or from your final course grade.

- Cellular Telephones: This class requires your full engagement, and all use of cell phones must be focused on facilitating that engagement. Use of cell phones to contact people outside of class, to read or send text messages, or to interact with non-class related social media will not be tolerated. Please use your phones for learning. Additionally, your phone should be set on “silent” Should our class monitor find that you are using your phone or other devices for non-class activities, the monitor may ask you to stop using your device, and you will receive two points off your final grade. Should your phone ring during class, you will consider yourself dismissed for the day. You are to silence it immediately, and quietly leave the class session. You will be counted absent for the session, and your absence will be unexcused. Failure to adhere to this policy will result in more stringent disciplinary action.

- Laptops and Tablet computers: Electronic devices, while useful, also have the potential to distract you from your engagement in class. If you choose to use any electronic device other than a cell phone to take course notes or engage in learning, you will be subject to observation by our course monitor. If, at any point, you are found to be working on any application or project other than your course notes, or your device causes a noise distraction during class, you will be dismissed and counted absent for the class session. If the course monitor and I determine that you are too distracted by your electronic device, you may be asked not to bring it to class, and to take paper notes instead. If you use a laptop computer to take notes, please assure that your typing and clicking will not disturb those seated around you.

- Zoom protocols: Students who log into our class via zoom should observe the following protocols. In general, keep your microphone muted. I encourage questions and observations, so please raise your hand and/or ask a question using the chat feature. You will then be
directed to unmute your microphone so that we can all hear you. Please keep your video on so that your engagement in class may be monitored. Please do not share the Zoom meeting information with anyone who is not in our class, as the privacy of the code will help to prohibit Zoom-bombing.

- Inattentive behaviors: Talking and whispering during class will not be tolerated. If you are asked more than once to stop talking or whispering during class you may be asked to leave class and you will be counted absent for the class session. Sleeping during class is unacceptable and will be treated as absence. Our class monitor will count any student sleeping as absent on course records. If you sleep during class you will not be allowed to take a quiz if one is offered. Inattentive Zoom behavior will also not be tolerated. I expect you to remain in class for the entire fifty-minute period, leaving only in the event of an emergency. I expect you to attend to personal needs, such as buying food, speaking with professors, getting drinks of water, or utilizing restroom facilities, either before or after class so that you do not have reason to arrive late or leave during class. Leaving class or entering late disrupts the learning process. Eating and drinking during class may be disturbing to others and should be avoided. These ground rules are designed to provide an atmosphere conducive to active learning.

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**Syllabus Quiz:** (3% of final grade)

Due by Monday, August 31, 2020

Please take the Syllabus Quiz, found within the “Quizzes” tool in D2L. You may reference the syllabus as you are completing the quiz. You will be allowed two attempts to complete the quiz, and your highest score will be recorded. It will also be timed. I encourage you to complete both attempts of the quiz to increase your chance of earning 100%.

**Interview Assignment:** (2% of final grade)

Due before Monday, September 7, 2020

Using the video note option within the Bright Space Drop Box tool, please create a three-minute to five-minute video in which you tell me some information about yourself. Answer the questions you find in the assignment prompt in the drop box. The purposes of this video are to allow me to get to know you better and to help me to become familiar with the sound of your voice. You may use music or other sounds in your video, but please make the clarity of your voice in the audio your highest technical priority. I will respond with feedback using the same technology. This assignment will help me to support and to guide you in your goals for success in this course.

**Understanding and Avoiding Plagiarism:** (3% of final grade)

Due by Wednesday, September 2, 2020

Watch the Arizona State University video tutorial entitled “Plagiarism: Don’t Stumble Into It Accidentally” to which I have provided a link within the “Plagiarism Assignment” quiz within Bright
Space. After watching the tutorial and jotting down notes, complete the associated quiz, scoring at least ninety percent. This assignment is designed to help you understand the need to credit your sources and the consequences of plagiarism.

**Source Documentation Assignment:** (3% of final grade)

Due by Friday, September 18, 2020

It is important for students to document their sources correctly in research papers in all courses. In the “Source Documentation Assignment” within the Bright Space drop box tool, I have provided links to a variety of resources designed to teach you to cite sources according to *the Chicago Manual of Style* format. Utilizing those resources, please complete a bibliography and a collection of notes created by documenting the sources within the assignment prompt. Submit your bibliography and notes as an attachment within the drop box.

**How do musicians listen? Assignment:** (3% of final grade)

Due by Wednesday, September 30, 2020

Watch and listen to my video tutorial about what you can learn about a piece of music by listening with intent. Then, complete a paper of at least eight hundred words, in which you answer detailed questions about each of the four listening examples provided for you in the “Listening like a musician” drop box. Submit your paper as an attachment in the drop box.

**Primary source interpretation Assignment:** (3% of final grade)

Submitted electronically in the Bright Space Dropbox tool by Wednesday, October 7, 2020

Please watch my video tutorial on how to recognize, evaluate, and interpret primary sources. Then, choose two of the primary sources available in the drop box assignment prompt, and compose a paper of at least five-hundred words in which you address the issues as directed in the prompt. Cite and document your sources as necessary.

Purpose: The purpose of this assignment is to guide you in the understanding and interpretation of primary sources. The study of the documents assigned will strengthen your ability to understand ideas and language of historical periods before 1750. I consider it to be fundamentally important that your paper demonstrate good prose style and correct grammar. You will not be graded exclusively on your good analysis and content, but also on the quality of the language.

I will be happy to comment on rough drafts; in order to take advantage of this option, submit the draft to me electronically at weaverjg@sfasu.edu no later than September 30, one week before the assignment due date.

**Score Identification Assignment:** (3% of final grade)

Due by Monday, November 2, 2020

Read my short lecture about the identification of unknown scores found in the content area within Bright Space. Then, take the Bright Space quiz assessing what you have learned about identifying
scores. The quiz will feature several images of scores about which you will answer specific questions.

**Performing Early Music Today Term Research Project: (25% of final grade)**

During this term, you have learned a great deal about early notation and its interpretation, early instruments and singing practices, and about the sources performers use to determine how music of the Medieval, Renaissance, and Baroque periods might have been performed. This term, you will complete a research paper in which you write, in detail, about the knowledge, techniques, and performance practices necessary for a musician to perform or to record a piece of early music in an historically-informed manner.

**Step 1: Due September 11th** (in class.) Please choose a general topic of study related to your primary musical discipline from the list of topics provided in the Wakelet application. This is a platform that allows you to create a collection of sources related to your topic. A link to our course collection will be available in Bright Space. You will not need to download the app unless you wish to do so. It is free. The purpose of these Wakelet groups is to facilitate the discussion of topics and the sharing of available resources that each student could explore or pursue in the individual paper. While this step will not be worth any grade points, it is important as it allows you to choose a topic that will interest and engage you.

**Step 2: (Two and a half percent of individual paper grade) Due September 25th** Coordinating with the other students who have chosen your topic, create a Wakelet collection of sources that would facilitate the study and exploration of your topic. Each individual participant in the topic group must contribute at least five sources to the collection, and no sources may be duplicated within the collection. Include primary sources whenever possible.

**Step 3: (Two and a half percent of individual paper grade) Due Friday, October 16th** You will receive feedback from me and from other instructors regarding the utility and effectiveness of the sources you have placed in your collection. After receiving feedback on the quality of sources presented in your Wakelet collection, please update your collection. This includes deleting any sources that are not trustworthy for use in professional writing and adding sources that could have been missed in your initial research. Also, please add a bibliography entry, following the Chicago Manual of Style, for each source that you contributed to the collection. This step will help everyone to learn how to format a bibliography and make it easier for you to use any source in the collection within your own paper.

**Step 4: (Five percent of individual paper grade) Due October 23rd** Via the Dropbox tool in Bright Space, please create an outline of the structure for and arguments involved in your individual paper. Be specific about the points you will make. Please append a research bibliography listing the sources you will utilize in order to conduct research on the piece you have chosen as your research topic. Submit a bibliography of at least eight sources. Three of these must be sources in hard copy. The other five may be electronic. The bibliography should be properly formatted according to The Chicago Manual of Style and examples of this formatting may be found in the writing handbook you have been assigned to acquire for this course. I will evaluate and offer feedback on your bibliography so that you may properly document sources from it in your individual paper.

**Step 5: (Six percent of individual paper grade) Due November 13th** Please understand that this is not a Rough Draft. Utilizing all of the sources you have selected for your bibliography, study such
issues as the properties of the instrument you would play, the vocal technique you would use in singing, the sources through which you would learn to achieve appropriate diction, the sources that would assist you in reading the notation, the accessibility of modern performing editions, the possibility of playing from transcriptions, the possibilities for recording early instruments in unusual spaces, and the preparation necessary to achieve adequate performance. Please write an individual paper of at least twelve hundred and fifty words in which you describe the challenges that you would face if you were attempting to perform or to record your chosen work in an historically-informed manner. Then, express your own opinion, based on the results of your research, on the value of performing or recording early music in a manner that is historically informed. After an introduction, begin the body of your paper by summarizing your research on the piece you have chosen. Describe what you learned about the process of performing this early work in an informed manner. Describe which issues you would need to address in order to achieve a historically-informed performance of your chosen piece. Then, proceed to the opinion portion of the paper, demonstrating how what you have learned in your study has influenced your opinion about historically-informed performance practice. Here are some of the questions you could choose to answer in your paper:

- Should the performance of early music be reserved for specialists who have the time and knowledge to perform the works in an historically-informed manner?
- Should everyone perform early music in order to learn about it, regardless of the historical information applied to the performance?
- Do the worries about achieving “authenticity” in early music performance keep good performers from engaging in early music?
- Should education about early music performance practices be emphasized to a greater degree within the higher education system?
- Are professional performers of early music too worried about being historically informed, given that the early performance experience can never be recreated in its entirety?
- After concluding your study, would you make the decision to pursue the performance of your chosen work according to performance practices that are historically informed? Please submit your individual paper through the designated D2L drop box. I will evaluate and offer feedback on your paper.

Step 6: (Four percent of individual paper grade) Due November 20th Each student in class will learn valuable lessons about proofreading and editing through conducting a peer review of a classmate’s paper. You will be provided with an electronic copy of a classmate’s paper to evaluate and a form upon which to submit your evaluation. This feedback will be submitted on Friday, November 13th. Please offer feedback about grammar and typographical errors, organization, appropriate content, and writing style. Please provide your feedback to me and to your classmate through the E-Mail feature within the D2L system, sending a copy of your message to me and to your classmate.

Step 7: (Five percent of individual paper grade) Due December 7th Using the D2L drop box, please submit the final draft of your revised paper by 11:59 PM. Please correct errors according to my feedback and to the feedback of your peer reviewer.

Purpose: There are two purposes for this assignment. As always, one of these is to expand your research and citation skills and abilities. The primary purpose of the assignment, however, is to help you incorporate the knowledge you have gained in class into the performative or practical aspects of your musical experience.
I consider it to be fundamentally important that your paper demonstrate good prose style and correct grammar. You will not be graded exclusively on your good analysis and content, but also on the quality of the language. Documentation and citation of your sources is fundamental to this project. Please format your bibliography and foot notes or end notes according to *The Chicago Manual of Style* which you will find very briefly summarized in your course writing handbook. Research on the citation of specific electronic sources will be necessary.

I will be happy to comment on rough drafts; in order to take advantage of this option, submit the draft to me electronically at weaverjg@sfasu.edu no later than one week before the assignment due date.

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**Guidelines for the Submission of Electronic Documents:**
This semester, your assignments must be submitted in electronic form for ease of grading. You will submit your papers through the Dropbox tool in D2L. However, you may wish to send me drafts or other documents. Please note the following guidelines for submitting papers as attachments:

1. In terms of content and form, please prepare your electronic papers as though you were submitting them in hard copy. When printed, they should look like papers. Papers submitted electronically are no less formal in either content or writing style, and all expectations of page length and margins outlined in paper assignments apply to them.

2. Please prepare to submit your electronic paper in one of the following formats: MS Word (.doc or .docx) or RTF (Rich Text Format). Most word processors support these formats. Some programs, such as Apple works, or Claris Works may require additional formatting. If your word-processing program will not support them, please prepare in advance to make alternate arrangements. Documents submitted in other formats may not be accepted, and re-submissions will be considered late. MS Word is available in various Computer Labs on campus.

3. Please label the subject line of your message and the name of your attachment with the name given to the submitted paper, and your name. Here is an example “Joe Student MHL 345 Guido’s Methods Assignment” Papers with inadequate subject or attachment labels may not be accepted.

If you have any questions or concerns about submitting your electronic papers, please ask me, Dr. Weaver, for clarification. It is better to submit papers early than to face last-minute technical problems. Attachments received after the established due date, (for any reason), will be considered late, and computer glitches will not be considered an adequate excuse for submitting a late paper. Please feel free to send me a practice attachment if you would like to check the status of your e-mail program or word processor.

All electronic rough drafts should be sent to Jamie Weaver at the following e-mail address: weaverjg@sfasu.edu.

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*Excerpts from "Claiming an Education" Commencement Speech offered by Adrienne Rich*
You cannot afford to think of being here to receive an education; you will do much better to think of yourselves as being here to claim one. One of the dictionary definitions of the verb "to claim" is: to take as the rightful owner; to assert in the face of possible contradiction. On the other hand, "to receive" is to come into possession of; to act as receptacle or container for; to accept as authoritative or true. The difference is that between acting and being acted upon.

To claim an education is to take responsibility for yourself. Responsibility to yourself means refusing to let others do your thinking, talking and naming for you; it means learning to respect and use your own brains and instincts; hence, grappling with hard work. Responsibility to yourself means that you don't fall for shallow and easy solutions -- predigested books and ideas, bluffing at school and life instead of doing solid work. It means that you refuse to sell your talents and aspirations short, simply to avoid conflict and confrontation.

Claiming an education means that you have the right to expect your faculty to take you seriously. Many teachers trained in a racist, sexist, homophobic, elitist tradition are still handing the ideas and texts of that tradition on to students without teaching them to criticize its attitudes. Too often all of us fail to teach the most important thing, which is that clear thinking, active discussion, and excellent writing are necessary for intellectual freedom, and that these require hard work.

In order to be taken seriously, you must take yourself seriously by seeking out criticism, recognizing that the most affirming thing anyone can do for you is demand that you push yourself further, show you the range of what you can do. It also means assuming your share of responsibility for what happens in the classroom, because that affects the quality of your life.

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**SCHEDULE**

Assignments and readings are due on the date indicated.
All NAWM listening numbers will be announced in class.
All Reading Homework Assignments are due on the dates listed.
You may work ahead, if you wish.

**Week 1**

M    Aug. 24: Introduction-Syllabus–Chapter 1: General background
W    Aug. 26: Conclusion of Chapter 1; beginning of Chapter 2 class activities
F    Aug. 28: Chapter 2 activities cont.; Chapter 1 Quiz due in D2L

**Week 2**

M    Aug. 31: Chapter 2 class activities; Part 1 Skill Builder – Analyzing Primary Sources - due
W    Sept. 2: Chapter 2 activities cont.; Avoiding Plagiarism Assignment due
F    Sept. 4: Chapter 2 activities cont.; Part 1 Skill Builder – Sound and Score - due

**Week 3**
M Sept. 7: Chapter 2 conclusion; Part 1 Skill Builder – Critical Listening - due Interview Assignment due
W Sept. 9: Chapter 3 activities, Chapter 2 Quiz due in D2L
F Sept. 11: Chapter 3 activities cont. Choose a general topic for your PEMT Paper

Week 4
M Sept. 14: Chapter 3 conclusion Chapter 4 class activities,
W Sept. 16: Chapter 4 class activities, Chapter 3 Quiz due in D2L
F Sept. 18: Chapter 4 activities cont.; Source Documentation Assignment due

Week 5
M Sept. 21: Chapter 4 conclusion; Part 1 Inquizitive activity due in D2L; Part 1 Skill Builder – Analyzing Music and Scores - due
W Sept. 23: Introduction to Part 2 and beginning of Chapter 5; Chapter 4 Quiz due in D2L
F Sept. 25: Chapter 5 cont. Submit initial Wakelet collection of sources

Week 6
M Sept. 28: Chapter 5 conclusion; Chapter 5 Quiz due in D2L
W Sept. 30: Chapter 6 class activities; How do musicians listen? Assignment due
F Oct. 2: Chapter 6 conclusion; Chapter 6 Quiz due in D2L

Week 7
M Oct. 5: Chapter 7 class activities
W Oct. 7: Chapter 7 activities cont.; Primary Source Interpretation Assignment due
F Oct. 9: Chapter 7 conclusion; Chapter 7 Quiz due in D2L

Week 8
M Oct. 12: Chapter 8 class activities
W Oct. 14: Chapter 8 conclusion; Chapter 8 Quiz due in D2L
F Oct. 16: Chapter 9 class activities. Submit an updated Wakelet collection of sources and bibliography entries

Week 9
M Oct. 19: Chapter 9 conclusion; Chapter 9 Quiz due in D2L
W Oct. 21: Intro to Part Three-Chapter 10 class activities; Part 2 Inquizitive Activity due in D2L
F Oct. 23: Chapter 10 activities cont.; Transition Part 1 & 2 Inquizitive Activity due in D2L; Bibliography and Paper Outline due

Week 10
M Oct. 26: Chapter 10 conclusion; Chapter 10 Quiz due in D2L
W Oct. 28: Chapter 11 class activities; Part 3 Skill Builder – Sound and Score - due
F Oct. 30: Chapter 11 conclusion; Chapter 11 Quiz due in D2L

Week 11
M Nov. 2: Chapter 12 class activities; Score Identification Assignment due
W Nov. 4: Chapter 12 conclusion; Chapter 12 Quiz due in D2L
F Nov. 6: Chapter 13 class activities,

Week 12
M Nov. 9: Chapter 13 activities cont.
W Nov. 11: Chapter 13 conclusion; Chapter 13 Quiz due in D2L
F Nov. 13: Peer Review Workshop; **Initial Draft of PEMT due by your classtime**

**Week 13**
M Nov. 16: Chapter 14 activities.
W Nov. 18: Chapter 14 activities cont.; Chapter 14 Quiz due in D2L
F Nov. 20: Chapter 14 conclusion; Part 3 Inquizitive Activity due in D2L **Peer Review due**

**Week 14**
M Nov. 23: THANKSGIVING BREAK; Transition Part 2 & 3 Inquizitive Activity due in D2L
W Nov. 25: THANKSGIVING BREAK
F Nov. 27: THANKSGIVING BREAK

**Week 15**
M Nov. 30: Chapter 15 class activities
W Dec. 2: Chapter 15 conclusion & Chapter 16 activities; Chapter 15 Quiz due in D2L
F Dec. 4: Chapter 16 conclusion; Chapter 16 Quiz due in D2L

**Your Final Draft of the PEMT Paper is due on Monday, December 7th, at 11:59 PM**